***We Share Everything* Lesson Plan (Day 3)**

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| **Teacher: Samantha Ashby, Sara Doutt, Jenny Byrd, Sharon Clark** | | **Grade: Kindergarten** | | | **Date(s)**: |
| **Unit Title: I Am a Storyteller** | | | **Corresponding Unit Task:**  1-Time to Talk  2-Authors Sign Their Names  3-Books Have Different Parts  4-I Am a Storyteller | | |
| **Essential Question(s):**  How do good readers retell a story?  What are the different parts of a book? What rules do I follow when sharing ideas? Why is it important for good writers to form their letters neatly? | | | | | |
| ***Teacher Notes: Point out positive active student involvement throughout lesson.*** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * *We Share Everything* by: Robert Munsch * Partner assignments * Picture card necklaces for retell * Picture cards for A/B partner retell * Retell rubric * Written chant * Sentence strips * Notecards * Popsicle sticks with students’ names * Sharing basket | | | | **Front of the book (cover)**  **Back of the book**  **Title, Author, Illustrator**  **Title page**  **Sharing**  **Everything** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent  [Retelling Rubric- revised for beg..docx](Retelling%20Rubric-%20revised%20for%20beg..docx) | **Reading**  **Standards:** RL.K.10 - Actively engage in reading activities with purpose and understanding.  RL.K.2 - With prompting and support, retell familiar stories including key details.  RL.K.1 - With prompting and support ask and answer questions about key details in a text.  **I Can Statement(s):** I can answer questions about a story. I can retell a story in sequence. I can listen to details of a story.  **Instructional Plan:**   * Have students find another student in the class that shares a letter in their name (using nametags) * Students recall the story with their A/B partner * Reread *We Share Everything* * Have picture on necklaces from the story to retell in sequence. Have students in class work together to put the story in sequence. * Model good language for retelling. * Partner students to sequence 3 pictures (Beginning, Middle, End) * Explain and show the retelling rubric * Students take turns retelling to their partner * Assess students on retelling rubric * Chant “I share, you share, we share… everything!” as students come back to the carpet | | | | |
| **Gradual Release of Responsibility:**   * Modeled   X Shared   * Guided Practice   X Independent  [Sharing Chant.docx](Sharing%20Chant.docx) | **Writing**  **Standards:** W.K.2 - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  W.K.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  **I Can Statement(s):** I can work in a group to complete and illustrate a sentence. I can write letters to make words.  **Instructional Plan:**   * Track the print (with a pointer) as we read our text. * Students will write the chant as a class (and illustrate) * Hand out sentence strips and illustration cards for each table, students write their section of the chant   **I share,**  **You share,**  **We share**  Everything!   * Have this written on the board. * The green table would write the green line, yellow table the yellow line, etc. * “What does sharing look like?” –students answer this question on their illustration paper * Have students practice sharing the sentence they wrote and their illustration at their own table. * Emphasize the students’ roles as both an author and illustrator * A version of **author’s chair**—have students share their section of the poem and illustration as the class makes a poster of the chant. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:** RF.K.1 - Demonstrate understanding of the organization and basic features of print.   1. Recognize and name all upper- and lowercase letters of the alphabet.   **I Can Statement(s):** I can use letters to spell my name.  **Instructional Plan:**   * Embedded in writing | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:** SL.K.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.   * Follow agreed upon rules for discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussion).   **I Can Statement(s):** I can listen to others. I can share ideas.  **Instructional Plan:**  Embedded in reading with retell. | | | | |
| **Closing/Summarizing Strategy** | **Summarizing Strategy—**  Choose 4 popsicle sticks and have these students choose items from the sharing basket and role-play how to share or not to share (students evaluate with thumbs up or thumbs down). | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| * Reading— give students more pictures to put in order (not just B/M/E) * Writing— Write the entire chant on their illustration card with picture. * **Presenting**—Have students read the whole chant, rather than just their part | | * Reading—student sits near teacher * Reading—student sort only beginning and end pictures * Writing— have the part student needs to copy written in front of him/her * Writing—Mini lesson about Kidpix for fine motor skill development [www.kidpix.com](http://www.kidpix.com) | | | * Reading—have students be part of the class oral retell with necklaces * Reading— have student retell in a group of 3 * Writing— have the part student needs to copy written in front of him/her |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Reading— picture retell and retelling rubric  Writing— their illustration and written sentence strip from chant  Speaking/Listening—author’s chair | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*